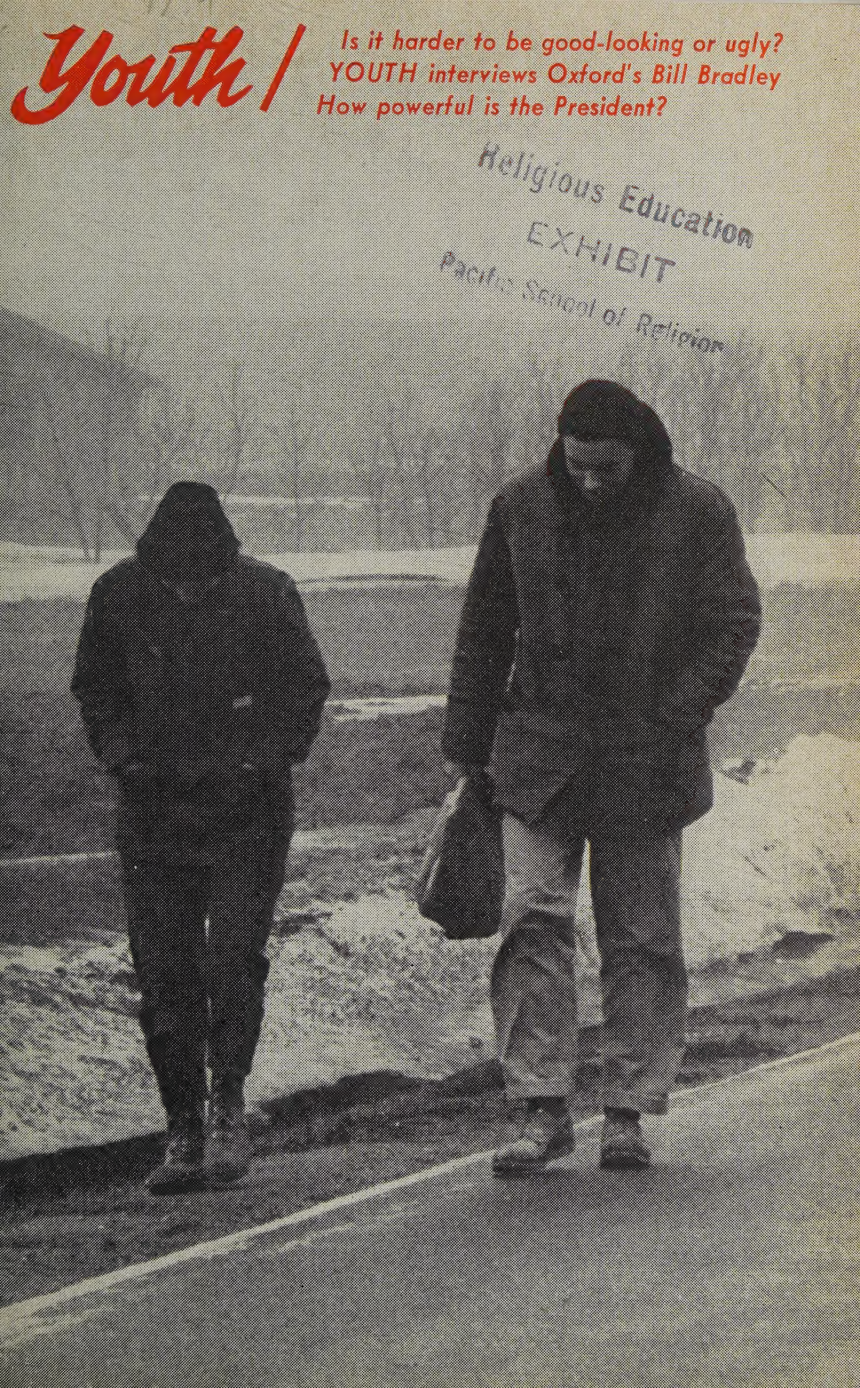
Youth

Is it harder to be good-looking or ugly?
YOUTH interviews Oxford's Bill Bradley
How powerful is the President?

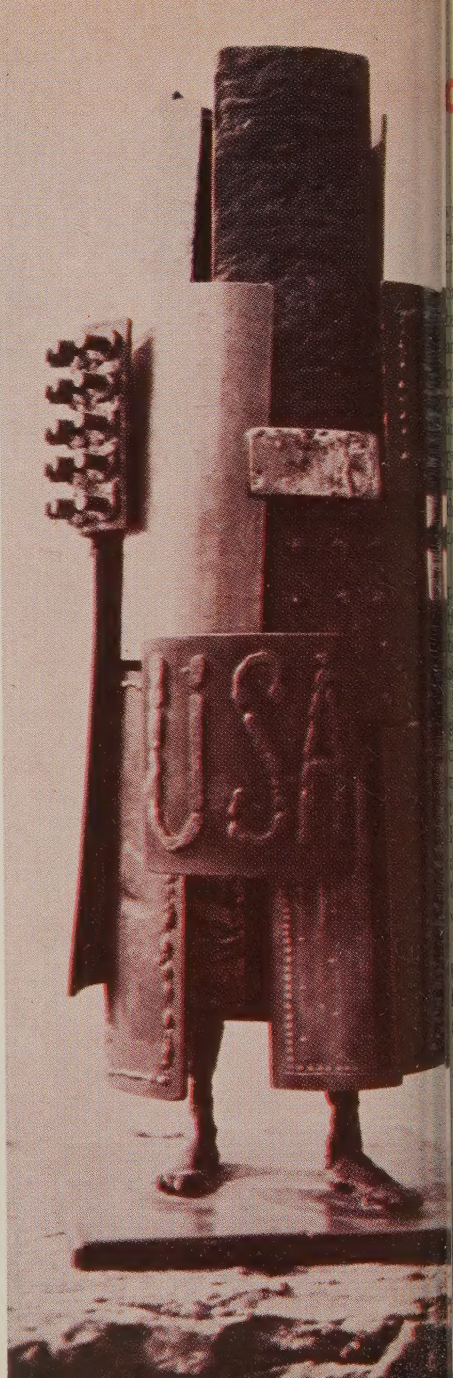
Religious Education
EXHIBIT
Pacific School of Religion



SEARCH

BY ALAN GEYER/ In recent years, the whole problem of disarmament has been one of the most difficult and one of the most frustrating areas of public policy. The lack of agreement within the United States government as to how this should be approached is symbolized by the agency of the government that now deals with this whole area of policy. It bears the very cumbersome name of The Arms Control and Disarmament Agency — A.C.-D.A. This name represents a rather uneasy compromise between those who really did hope that general and complete disarmament would be possible (GCD) and those, on the other hand, who felt it was much more realistic, by their judgment, to hope for more limited means of disarmament, and therefore, who preferred the term, Arms Control. This term suggests that we will always have armaments with us, we'll always have the actuality or the threat of violence in the world, and to pretend that general or complete disarmament is possible is a very great illusion.

In a sense, I think it may be useful to think of this division within the government as in some ways a reflection of what has been an historic di-



)R DISARMAMENT

on within the Christian community as to what attitudes individuals uld take toward the whole problem of war and peace and the necessity rmaments. The position of general and complete disarmament in a sense responds to a pacifist position that an individual may take. What has n especially striking in recent years, with the arrival of nuclear weapons l missiles and all the rest, has been an increasing tendency to a variety of itions, so that we don't have simply two positions—pacifists and the non-ifiists—within the church, but a wide spectrum of positions. For ex-ple, there are those who call themselves Nuclear Pacifists, who are not in nciple opposed to taking up arms in defense of their country, and who ght be prepared to use what we now call "conventional weapons," though y have vast destructive power, but who as a matter of conscience could participate in the use of nuclear weapons as such.

There has never been, in the long history of the Christian Church, a com-te consensus as to what individual Christians should do as a matter of ir own witness. It's important to remember this fact if we are inclined to rather harsh in judging the government at times for failing to produce a d agreement of what should be done about the issues of war and peace. t's useful to conceive of a certain group of people at the UN and in the rernment as the disarmament community—those who professionally are cerned full-time with making progress in disarmament. The disarma-nt community, like the other communities of interest in the interna-nal affairs field, tends to have its own theory as to why wars are caused. rsonally, I tend to think that there are about 87 different reasons for the pearance of war in the world, but a very large number of persons within disarmament field have tended to interpret the cause of war as the y existence of armaments themselves.

The very fact that nations have arms is a cause of tension. As one na-n begins to increase its armaments, another nation becomes a little fear-and begins to increase its armaments, then there is what is called the ns race.

If we were back in the 1930's, we might add to this theory the judg-nt of many in those days that one of the causes of war consists of the ire for profits on the part of the munitions makers. There were a num-of small wars in Latin America in the inter-war years, and it was found t some munitions makers had deliberately sold arms to both sides, and couraged hostilities to grow on both sides. This was a great shock to the nerican conscience, and American churches, and so there is a great cry ainst the iniquity of the munitions makers.

Today, there is much less disposition to see the causes of war as being

grim" by Clark Fitz-Gerald

Youth

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Cover photo by

directly due to the encouragment by profiteers, but I thin it's useful to remember the concern of the 1930's when w try to understand the way in which economic problems i our own time relate to the whole disarmament field. Here too, it may be instructive to go back and remember Mica vision of the swords being beaten into plowshares and spea into pruning hooks. His vision had the notion that th things that go into the waging of war might be resource which would be much better remade into productive too for the production of food or other things that improv the standard of living—and this is a very real point in th present quest for disarmament.

I think we should have some appreciation of the har choices that face some of the developing nations just now— perhaps especially a country like India, where so far th country has tried to put most of its national resource simply into the race to keep food production ahead of th population growth. And, if they keep ahead, it's been onl by the barest of margins. But, what happens to a countr like India as it may feel itself pressed by China and Pak istan if it now feels it must become, let's say, a nuclea power and increasingly transfer its resources from the pr ductive side to the development of armaments?

Some have raised the spector in this country of this que tion "What would happen if peace were to break out ove night?" In other words, what would happen to the millio of jobs and literally the hundreds of thousands of scientis and the hundreds of thousands of people in the governme whose livelihood depends directly upon maintaining a su tained high level of arms production. We should be awa that the government itself in the last several years paid i creasing attention to the problems of converting indust from military production to lines of civilian interest. The are issues which no one has an easy answer for, and they a also issues which find us, in America, rather vulnerable.

The actual work of the Western world in the directi of disarmament is a history that goes back to about 189 There were conferences held in The Hague in the Neth lands in 1899 and 1907 which laid down the principle disarmament as a goal of all the signatories of the disarm ment agreements. The World Court was a creation of the conferences. There was a great deal of encouragem toward establishing treaties of arbitration for the settlem of disputes and so on, but in general, no lasting progr toward disarmament came out of The Hague conferenc Then, along came the League of Nations with the Leag

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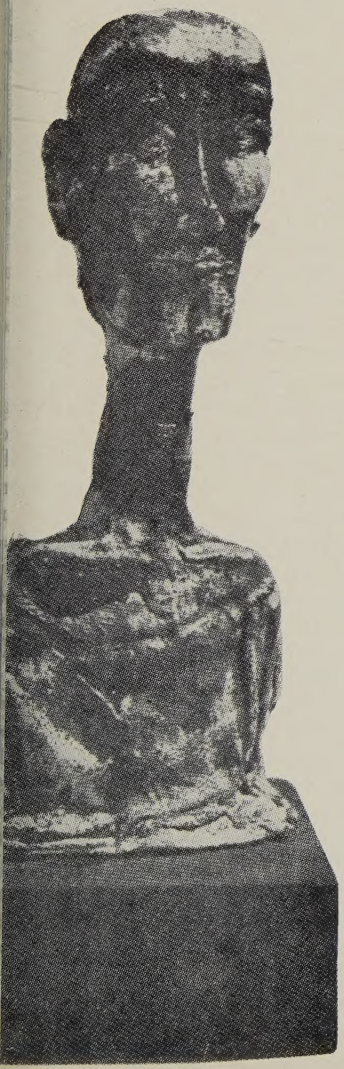


of Nations Covenant. Article I, section 2 of this covenant, laid down the principle that disarmament was a fundamental concern of the League of Nations and that, moreover, all members of the League were to be bound by the disarmament agreements worked out by the League. The only trouble was the League had a principle of unanimity in voting, so that if any nation dissented from an agreement, it could not be approved. There were disarmament conferences encouraged by the League having to do primarily with shipping. There were naval conferences in Washington in 1922, in Geneva in '27, and in London in 1930.

There was one last major effort at disarmament in the thirties before World War II. This was the World Disarmament Conference of 1932. It is interesting, looking back, that France took the position at that conference, and held to it, that the United States has taken since World War II—namely, that there must be inspection and control in order to police and to implement any effective disarmament agreement. In those days the United States took the position that we were not for inspection and control, but for a good faith agreement. One of our problems since 1945 is that the Russians hold the position that there must be a good faith agreement, and they keep quoting the American position of 1932 and 1933 and they say, "We're reasonable, we've come around to your position. Now you keep moving on. The reason we can't get together is because the American position keeps changing."

Since 1945, there has been a very difficult and twisted and torturous his-

Julie Toms

". . . it may be instructive to remember Micah's vision"

tory in the whole disarmament fiel
At the risk of oversimplifying,
would say that the work basicall
has shuttled back and forth betwe
the United Nations in New York a
Geneva. If things don't work out i
Geneva, let's go back to New Yo
and the framework of the Uni
Nations and see if that may not i
prove our attitudes and our dispos
tion. Then it proves to be frustrati
in New York, and they go back
Geneva. This rhythm of alternati
between New York and Geneva is
large part of the story of the last
years.

There is now a UN Disarmame
Committee of 117 members. Th
committee a short while ago passed
resolution unanimously calling up
the Geneva group (the Geneva Di
armament Commission) to adopt
treaty of non-proliferation or non-di
semination. This is a treaty whi
would halt the spread of nucle
weapons beyond those countri
(United States, Britain, France, t
Soviet Union, and China) that no
actually possess weapons. And no
attention will again focus on Gene
where there is an 18-nation disar
ment conference. It may well be th
over the next year or two a non-p
liferation will come about. It was t
Geneva group which, two years a
produced the one really meaning
agreement in the disarmament fie
since World War II. This was t
Nuclear Test Ban Treaty of 1963.

Now, let me mention what
might call some of the "facts of li
in the arms control and disarmame
field which over the years since 19
have come into clearer perspective.

One of these facts is that we ha
been caught in a very real sense b

Charles Newton

en what many of us have regarded as a lesson of the 1930's on one d, and a new lesson which we have had to learn in the Atomic Age. We caught between two periods of history.

he lesson I refer to of the 1930's, is that if you push for complete disament in a world in which there are aggressive and hostile powers, the y disarmament itself may make war more likely and be a more open intion to aggression.

But, the bitter truth, the bitter lesson of the Atomic Age is that war just sn't solve any problems any more.

here was a time when diplomats used to speak of war as the continuation diplomacy by other means. This assumed that you could resort alterely to warlike and peaceful means. But, in a world in which the possity of total obliteration is possible, you can no longer have this casual atde about the usefulness of resorting to military means. So, we're caught ween these two lessons. What does it mean, for example, to try to get agreement with the Russians that we cut down the number of men under s—in relation to the stockpile of nuclear weapons that we have? Is e any relation between these two things? Or, in fact, is the distinction ween conventional and nuclear weapons meaningless when any major tilities break out? Will, in fact, any major use of conventional force ckly escalate into the use of nuclear weapons?

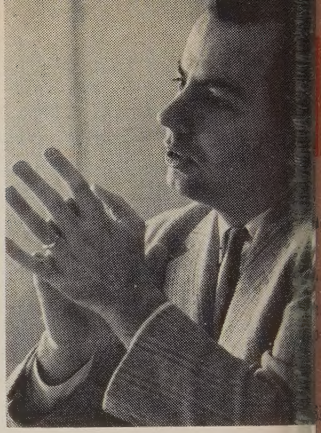
Another fact of life which is very troublesome for the United States and least of all for Christian Americans, is that the Communists seem to e the advantage when it comes to conventional armed forces. Simply by ling up the greater population of the Soviet Union, let alone the greater pulation resources of China, what position does this put us in? Can we lly offer a counterbalance in conventional terms, and if we cannot, then only way we can meet them is to compensate or over-compensate by a ssive arsenal of nuclear weapons. And, if we are so fixed on our need have nuclear weapons, what does this do to our ability to engage in any d of meaningful disarmament negotiations?

A third fact of life in our day is that the whole field of disarmament is a at wonderland for propaganda. Both the United States and the Soviet ion have yielded to the temptation to slobber over many meaningful sibilities in the area of disarmament in order to gain propaganda vices in the cold war.

t has become a rather favorite trick of diplomacy to present a broad, eeping disarmament proposal which captures the imagination and poputy of world opinion, but make it such an extravagent proposal that there t really any great risk that the enemy will accept it—this will leave you the position of seeming to be most peaceful and making your opponents m to be the war-mongers and not really interested in disarmament.

do think that since 1960, there has been a disposition to be serious and just to see disarmament in propaganda terms. I think the Arms Control Disarmament Agency is in dead earnest about this, and just now there haps are better relationships between th U.S. State Department and the

"...the bitter truth is that war doesn't solve any problems any more"



U.S. Defense Department in this whole area. Certainly, there is a growing consensus, as more nations have nuclear arms and as we keep making grisly progress in our capacity to visit total destruction on each other in a matter of minutes, that there must be some kind of restraint, some kind of limitation, some kind of turning away from the arms race.

I am reminded of a little incident involving General MacArthur some years back when two of his junior officers were in a very bitter fight with each other and came to him and asked permission to hold a duel. This is, of course, a rather old-fashioned thing to do these days, and MacArthur to their surprise said, "Why, of course you may have a duel—on one condition, that you will fight as I prescribe. Each of you is to take a pistol, load it and cock it, hold it at arms length from the other man's heart, and standing in this position, when I give the order to fire you may have your duel." Well, needless to say, there was no duel. They were not prepared to accept those terms, and as funny as this little story is, this comes very close to describing the kind of situation in which the United States and the Soviet Union confront each other these days with the capacity absolutely to destroy each other, and with the very real danger that some other power—whether it be China or Pakistan or Israel or Egypt—could trigger a pattern of hostilities which might eventually engulf us all. It's this discovery, both by the Russians and the Americans that we are in this predicament and somehow must find, even beneath all the differences of our ideologies and our foreign policy, and everything else, some basis for making it possible for the world in some sense to demilitarize. By a rather bitter, realistic route, we have come back to the old vision that there must be a day when the nations will not turn to war any more. ▼

ALAN GEYER / Dr. Geyer, who has written several times in the past for YOUTH, is international relations secretary of the Council for Christian Social Action of the United Church of Christ. He was formerly associate professor of political science at Mary Baldwin College, Staunton, Va.

touch & go

EW LEAF!

he January 2 issue of YOUTH on ne Is Holy" is great! Cheers! Ban- ! All the rest! I'm throwing out all r calendars.

—*R. S. / Providence, R.I.*

SFACTION

want to argue emphatically against person who wrote in to you a long e back to protest the high intellec- quality of your magazine. Our le youth group wants to tell you to it up. You are definitely not aim- too high. Not enough publications e me feeling as satisfied as YOUTH . Thank you for being.

-N. M. / South Woodstock, Conn.

A GAL WHO THINKS

feel that your magazine is one of the that still makes us think! Thank you helping me find my brain.

—*D. Z. / Elberfield, Ind.*

NNER-UP TO "PLAYBOY"

hank you for the excellent issue on uth and the Military" (December 5, 5). I gave a copy to my brother who tationed at Fort Dix. Today I got a r from him in which he said, ". . . t now on the popularity list, YOUTH cond only to Playboy." Knowing my her as I do, that is quite a tribute to TH. Keep it up!

—N. W. / West Somerville, Mass.

JUDAISM

he issue of YOUTH magazine on Juda- (October 24, 1965) is one of the st things you've ever done and you certainly have done a great many fine things through the years.

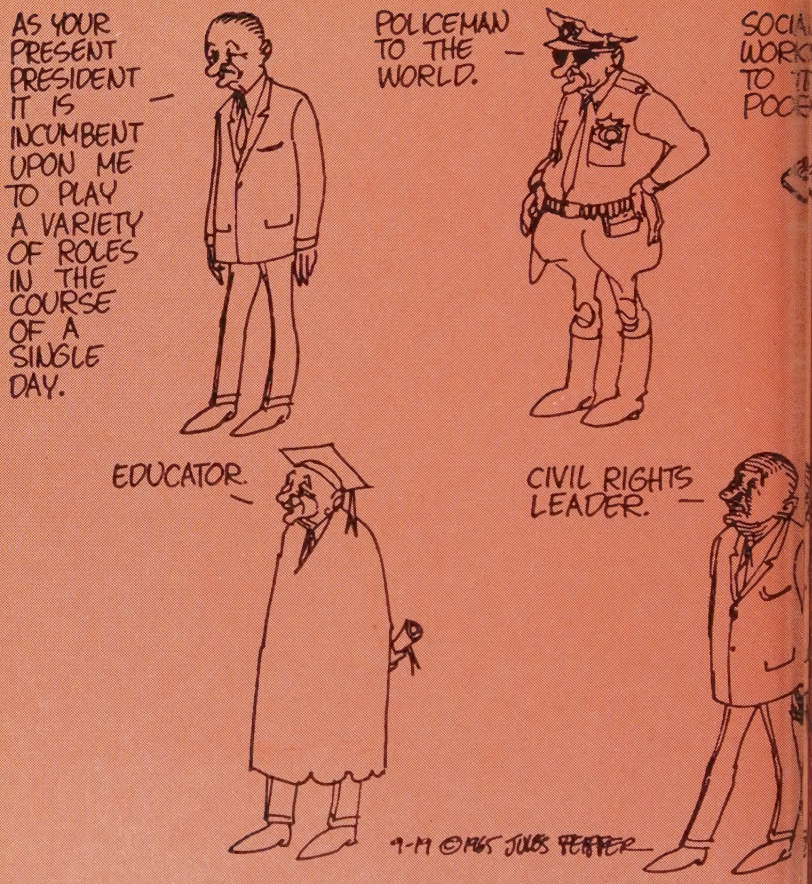
—W. W. / Leonia, N. J.

I have just come across the October 24, 1965 number of your wonderful little publication on the theme of "The Heritage of Jewish Teens." As a member of the Jewish faith who has occupied the position of Secretary of the Jewish Theological Seminary of New York for 40 years, now retired, I must tell you frankly that of all the literature I have seen about Judaism, its ancient rituals, its current practices, its three modern sectarian divisions, its life in this country and in Israel—I have never come across any pamphlet so absorbingly interesting and so sympathetic in its approach than this fascinating booklet of yours. I want to heartily congratulate its compilers. —*J. B. A. / Venice, Fla.*

FROM A FATHER

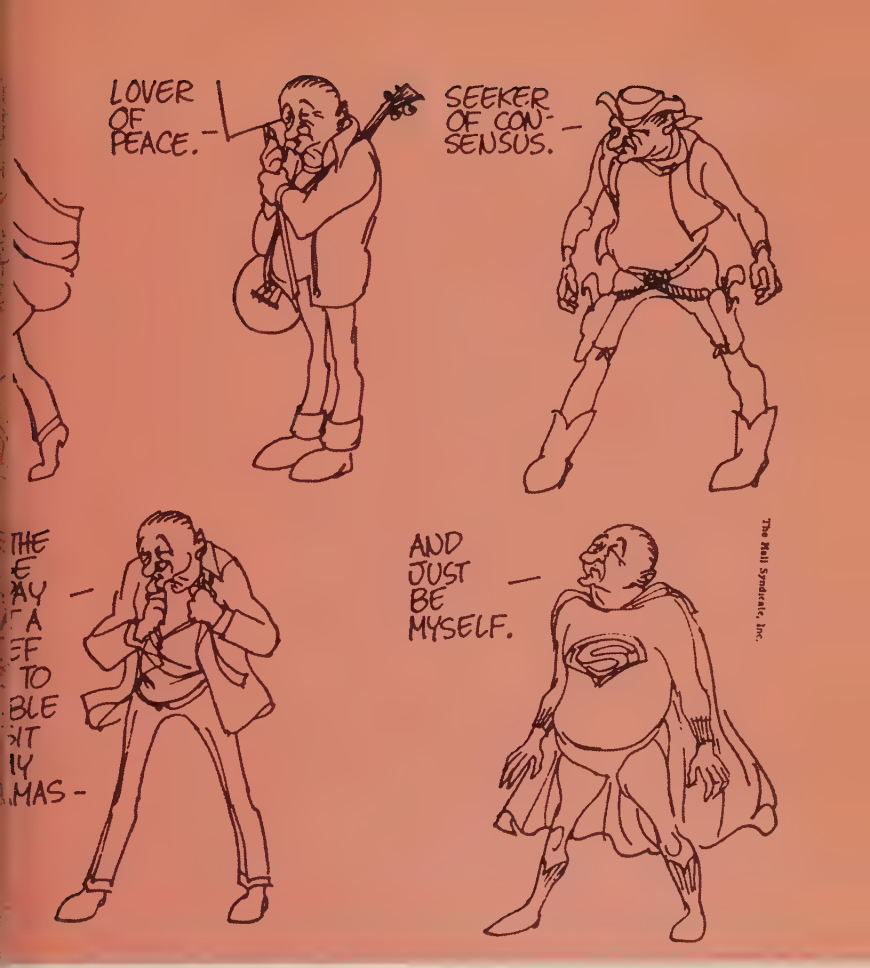
As a lifetime member of the church, I would like to compliment you on your very excellent magazine which does a good job of reaching the youth of our church.

As an individual and father of one of our youth who is receiving YOUTH magazine, I wish to protest vigorously the type of article in your September 26, 1965 issue written by Dr. Lewis Maddocks and entitled "Is Big Government Too Big?" I have no objection to my children being exposed to controversial issues—in fact, I think it is a necessary part of growing up—but I do very much oppose a church publication being used as a vehicle to show only one side of the question. You have a grave responsibility as editor to keep our church out of politics—particularly when it comes to trying to sell one controversial political viewpoint. —*J. K. / Richmond, Va.*



the nature of executive power

BY LEWIS I. MADDOCKS / The story has be told that once when President Johnson was speedi in his Lincoln while in Texas, he was stopped by motorcycle policeman. The officer approached the c and was about to bawl out the driver. When he sa the President at the wheel he said, "Oh, my God!" which the President replied, "Right, and don't y forget it." This image of the President has also be



picted by cartoonists such as Jules Feiffer illustrates here. He is also de-
ted as power hungry, motivated constantly by political expediency, hyper-
nsitive to criticism toward himself but insensitive to the feelings of those
ound him. He is pictured as ruthless in his demands of Congressmen to
pport his judgment regarding the necessary ingredients of the Great So-
ty—all-wise and all-powerful, never failing to doubt his own wisdom and
ver hesitant to exercise the full powers of his tremendous office.
That there may be some accuracy in at least some of these observations

965 Jules Feiffer. Reprinted by permission of the Hall Syndicate, Inc.

—although highly exaggerated—there is little doubt. What is important is to see President Johnson in terms of fundamental questions about the nature and power of the office he holds. Let us look at such questions as: What does the office of the Presidency involve? How did the office become what it is today? Is the power of the President excessive? Only after examining these questions can one evaluate the job being done by President Lyndon Johnson.

Ten jobs in one

What does the office of the President of the United States involve? Professor Clinton Rossiter of Cornell University, an outstanding authority on the Presidency, has described the office as one involving ten different jobs. The President is: (1) Chief of State (as are heads of royal families—kings and queens); (2) Chief Executive (as are Prime Ministers and Premiers in parliamentary governments); (3) chief diplomat; (4) Commander-in-Chief of the armed forces; (5) chief legislator (LBJ's greatest strength is here); (6) chief of his political party; (7) voice of the people; (8) manager of prosperity (because of the powers he received under the Employment Act of 1946); (9) protector of the peace; and (10) the leader of a coalition of free nations. Each of these represents a number of powers which taken collectively add up to a sizeable task. There is little wonder that the President of the United States has been called the most powerful office in the world.

History and world events influence executive power

How did this office become what it is today? Professor Rossiter has written, ". . . the outstanding feature of American constitutional development has been the growth of the power and prestige of the Presidency." This has come about for a variety of reasons. The increasingly greater role the United States has been playing in world affairs has, of course, resulted in a corresponding increase in the power of the President because of the role he plays as the top maker and administrator of foreign policy. Although it is true that only Congress can declare war, there is ample evidence to demonstrate that the President as a result of several of the powers listed above can involve and is involving American forces in fighting wars which Congress has never declared. Another reason for this increasing power is the emergence of the "welfare state" which is based on the belief that the people collectively has a responsibility to meet the needs of those in the society who are disadvantaged as a result of conditions beyond their control and the government is the instrument through which this responsibility

ulfilled. The rise of this concept can be seen, not only in the New Deal Franklin Roosevelt, the Fair Deal of Harry Truman, the New Frontier l Great Society of Presidents Kennedy and Johnson respectively, but in "Square Deal" of Theodore Roosevelt and the "New Freedom" of Wood- Wilson. These terms all describe programs in which the government—ecially the federal government—was given an increasingly greater role play in the affairs of the economic and social institutions of the nation. is resulted primarily from a series of emergencies in the twentieth cen- y, such as the two World Wars, the Korean and Viet Nam wars, and the astrophic depression of the 1930's. In times of war and depression ng leadership is not only necessary, but inevitable. The real task is to rcome the devastating repercussions of such situations and to do so with- violating the rights and freedoms contained in the U.S. Constitution.

Another reason for the rise of Presidential power is the fact that modern nmunication has given the President direct access into the homes of the ple through radio and television. The President is the only person who resents all the people whereas Senators and Representatives represent tes and parts of states respectively. Couple these two facts together and s not difficult to account for the increasing power of the President and the responding decline of the Congress. Since Franklin Roosevelt's "fire- e chats" the President has been able to go "over the head" of Congress enlist the support of the people when he has found Congress to be in position to his program.

There are, of course, other reasons for the increase in Presidential power one more that deserves particular mention is the great men who have d the office. Whenever historians list the great Presidents, they never to mention Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, lson, and Franklin Roosevelt. Mention is made increasingly of Harry man. What all these men have in common is the strong leadership they vided. Just as responsible use of power has given them a reputation for atness, the exercise of power has given stature and prestige, as well as reased power, to the office of the Presidency.

Is the power of the Presidency become excessive?

All this emphasis on the power of the Presidency leads logically to the t question: Is the power of the President excessive? I believe the cor- t answer is that it could be, but given the check and balance system ong the three branches of the federal government, there are remedies ilable (in addition to impeachment) to prevent any excess if they are d. These remedies are several: (1) Congress controls the purse strings

which gives it the power to refuse to appropriate the funds necessary to carry out executive policies. Obviously, most administrative programs must be enacted into law by Congress, but even when this is done Congress continues to maintain control by the degree to which it is willing to provide the money necessary to carry the programs out. (2) Congress also has the power to eliminate any and all departments of the Executive branch as well as all other agencies not provided for in the Constitution; such as the independent regulatory commissions (for example, the Interstate Commerce Commission, the National Labor Relations Board, the Federal Communications Commission, the Federal Power Commission, etc.). (3) Congress has the power to conduct investigations of the operations of all executive agencies so as to bring to public attention the activities of the President and the departments and the agencies under him. (4) The Constitution also gives to the Senate the power to pass on executive appointments and ratification (by a ⅔ vote) of all treaties with foreign powers. (5) The constitutional requirement that war can be declared only by Congress may not prevent our involvement in war, but it is unlikely that U.S. involvement would be significant if opposed by Congress. Even if the exclusive right to declare war may on occasion be meaningless, the power of the purse strings can determine the degree of our involvement. (6) There are also extra constitutional controls over the President, such as the power the members of Congress have to influence public opinion and the system of "Senatorial courtesy" under which Presidential appointees unacceptable to the Senator(s) of the President's political party from the state where the appointee resides will not be approved by the Senate as a whole.

How did other Presidents interpret their power?

These are some of the safeguards against the exercise of excessive power by the President. Given these, how does one account for the great power that Lyndon Johnson seems to possess? The first fact that must be admitted, regardless of whether one supports or opposes the "Great Society" is that a substantial majority of the members of Congress supports the major provisions of the President's program and this is a result, not only of the persuasive powers and legislative know-how of LBJ, but also of the fact that a large number of freshman Congressmen were elected in 1964 who are philosophically in sympathy with what President Johnson is trying to accomplish. Most of these first-term Congressmen were elected from districts which had previously been held by Republicans, many if not most of whom would probably have opposed the Johnson proposals.

Another factor that ought to be understood in any evaluation of President Johnson's exercise of executive power is the different theories of the

sidency which have been expounded by previous holders of the office. e theory is called the Constitutional Theory which holds that the powers he President should be strictly limited to those enumerated under Article of the U.S. Constitution and those implied therefrom. This theory has n identified with nearly all Republican Presidents with the exception Theodore Roosevelt. President Theodore Roosevelt followed what is ed the Stewardship Theory which maintains that the President may rcise any power he wishes unless it is forbidden by the Constitution ex- itly or implicitly. A third theory, which Franklin Roosevelt and other lern Democratic Presidents including Lyndon Johnson might be identi- with, is called the Prerogative Theory under which the President may rcise power in behalf of the public good as he sees it. This theory is not extreme as it sounds because in practice it has not been exercised in ation of the expressed will of Congress. It has been carried out in situa- s where Congress has failed to act or to meet an emergency situation re Congressional action cannot take place as quickly as necessary to t the emergency demand. This third theory is an expansion of the sec- . in that it would be limited by explicit prohibitions in the Constitution, probably not by implicit prohibitions.

n further evaluation of Johnson's exercise of executive power it must be ized that executive power (as distinct from legislative power) has been the increase in most of the nations of the world. Even in parliamentary ernments the real power is held by the Prime Minister and his cabinet. e government of France is a good example of executive power replacing ystem of legislative supremacy which resulted in extreme instability.

a democracy, voters have final responsibility

What is crucial if this increasing power of the executive in the United tes is not to become excessive (and what is "excessive" to one person y be "necessary" to another) is the maintenance of the elements of de- cracy (which this author has discussed often in earlier issues of YOUTH) l the willingness of the Congress to exercise the powers, as mentioned ve, which it has to limit those actions of the President which Congress l the people regard as excessive. This is what is meant by the phrase: ernal vigilance is the price of liberty." ▼

LEWIS I. MADDOCKS / "Lew" Maddocks is the Washington secretary of the ncil for Christian Social Action of the United Church of Christ. He has written y articles for YOUTH. A special booklet containing the best of these, entitled Understand Our Democracy," is available for 25 cents per copy.

Gib Crockett of the Washington Evening Star

"Looking our way."

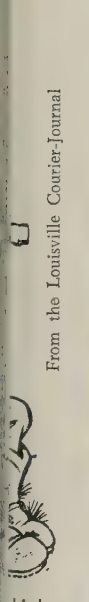
"Oh, Jus' Re
the Load Off

"Howdy"

Fischetti—The New York Herald Tribune, Inc.

EDITORIALIZING ON THE PRESIDENCY / The power of the press, though of a different nature, is, perhaps, as strong as the power of the President. Cartoonists from papers across the country and abroad here comment on the President and various aspects of the political scene.

From the Louisville Courier-Journal



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"The Conference Table"

YOUTH FORUM

Pretty or ugly? Which would you rather be? Which causes the most problems? Here are some answers YOUTH heard....

m your observations and from your own erience, do you think there are more problems eing good-looking or to being ugly?

ood looking! People often think that if you have d looks and are very popular, you have it made. ll, it's not like that. Good-looking people often der if they have *true* friends, or if their friends just friends to them for their own selfish reasons.
—Brenda Brocksmith / Becknell, Ind. / 17

ood looking! More is expected of a good-looking son in the way of leadership, character, sonality, etc. Therefore, although an ugly person it pretty rough in many ways, the good-looking son is always pressured to live up to his looks.
—Jim Aukerman / Kingston, R.I. / 17

ood looking! The person who is good-looking constantly got to be maintaining his image, ause when a handsome person is a little under , it shows. If one is already ugly a little more t hurt. Also good looks leads to vanity and an r-concern for the fleeting transient attractiveness outh. If you're ugly, you're free to cultivate r more important aspects of yourself.
—John Blowen / Richmond, Ind. / 18

ood looking! Ugliness breeds an inner beauty ch most handsome people are never able to ivate. Beauty breeds conceit, jealousy and bery. Ugliness is not permanent. A beautiful son may develop through a search for inner sfaction on the outside, as well as on the inside.
—Kay Ross / Hinsdale, Ill. / 16

Neither! Both traits can create problems. The d-looking person is usually popular but is nted by the uglier person. The ugly person in is pushed aside, abused and ignored.
—Florence Besher / Red Bud, Ill. / 17

Everybody today seems so conscious of beauty, I really don't think it matters much. Teen-agers ose friends by common interest and personality, by outward appearances. But it is advantageous e well-groomed and presentable.
—Peggi Cherrington / Allentown, Pa. / 15

• *Neither!* There are more problems in just being yourself. Society makes so many demands that often we find ourselves lost in the pressures of conformity and resulting in no individuality to help ourselves.
—Diana Ladrach / New Philadelphia, Ohio / 19

• *Neither!* A person's appearance is relative. By this I mean it depends upon what another person is looking for. A really good-looking girl has her advantages, but what I'm trying to say is that a person doesn't look the same to everyone.
—Dennis Morrell / Lawrence, Kan. / 18

• *Ugly!* If you are naturally good looking, you can get near most people easier than someone who is ugly. If you are good looking it is much easier to leave a good first impression.
—John Fuller / Denver, Colo. / 17

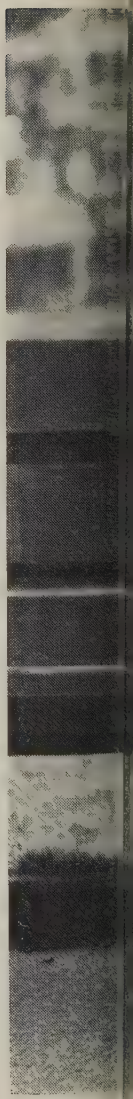
• *Being ugly!* An ugly person is at an immeditate disadvantage in making friends and associations. Unless an ugly person has an immensely friendly personality, strong ambition, and lasting faith, ignorant abuse and prejudices will put him on the edges of life.
—Mark Rosenbary / North Manchester, Ind. / 18

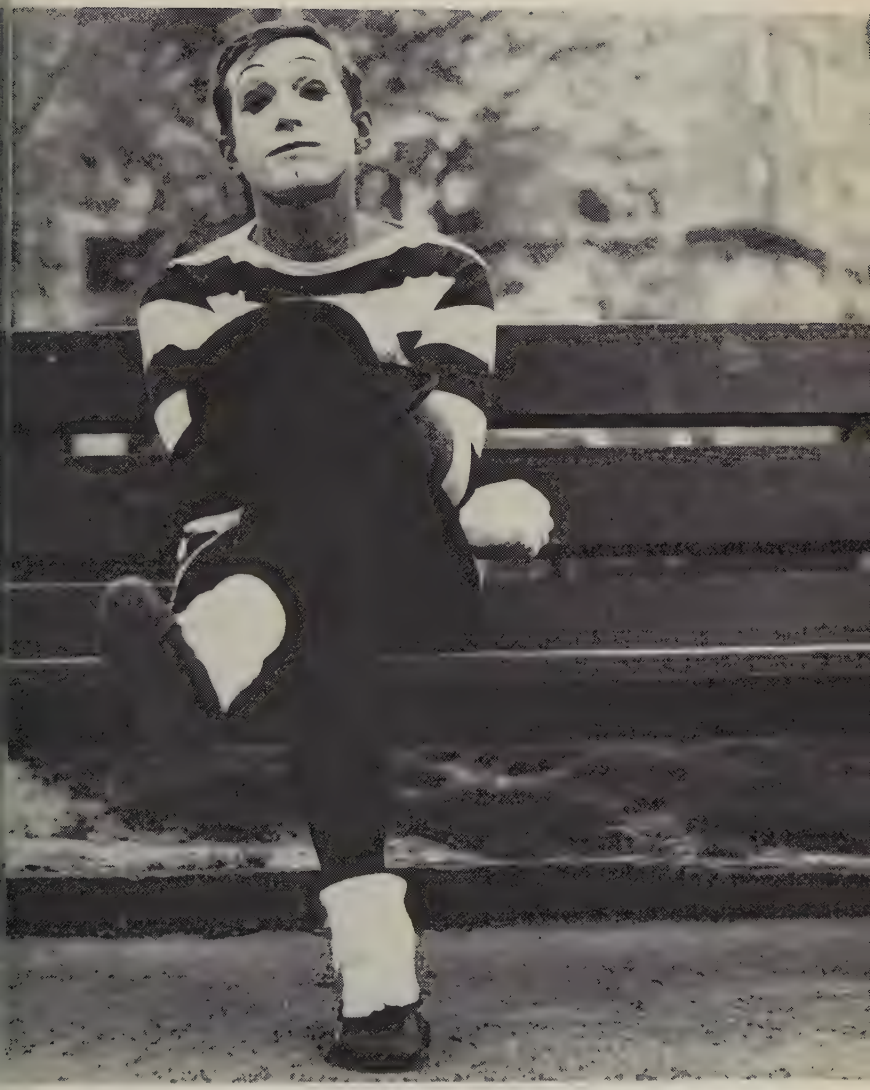
• *Being ugly!* Let's face it. If you become a noticeable Christian and you are ugly, the world says it is glad you found a way to be useful. If you are good-looking and can be noticeably Christian, you are tremendous.
—Dorothy Weaver / Troy, Ohio / 18

• *Being ugly!* You have to be extraordinarily better at getting to be known because your first impression, no matter how pleasant your smile or neat your appearance, is handicapped.
—Melissa D. Newlin / Monterey, Calif. / 19

• Physically, I don't believe there are any "ugly" people. God was loving enough to grant me life, so how can I condemn his love by saying one of his other creations of life is ugly?
—Diann Rector / Crete, Nebr. / 18

• Although an ugly person might get discouraged and despondent, no one should worry so much about their outsides that they forget that who they are is an inside problem.
—Terry Verdery / LaHabra, Calif. / 18





Ed Eckstein

BY LEON SOFFER / It doesn't make any difference how you say it, or think it, whether you phrase it as "I feel inferior," or "I lack confidence," or "I'm not sure of myself." What you are really saying is that you are scared that you can't measure up, that you can't perform as well as others. You feel you are not as strong, as clever, as poised, or as talented as those others whom you envy. The memories of past failures, criticisms and mistakes seem to back you up. Sometimes you feel that you are a mess and you wonder how anyone could believe that you could do anything well.

You wince when you think of how poorly you handled that date, of how you blocked on that exam and forgot all the things you so laboriously studied in class, how awkward and fumbling you feel when called upon to do something, particularly when you would like to make a real sharp impression. How many times have you kicked yourself when, after the argument is over, you find yourself thinking of all those clever things you would have liked to have said while it was going on, but couldn't find at the tip of your tongue in time?

Some of us seem to feel this way part of the time and some of us seem to feel this way most of the time. A good part of the time you are only too keenly aware of your faulty habits and mistakes, and tend to brood over them, for who knows them better than you?

Advice from a psychologist / Dor

low did all this come about? Were we born this way? Are we doomed go stumbling and fumbling through life, wishing we could do better? it we always have our feelings hurt because we are afraid that no matter hard we try, we can never measure up to our high standards or do vell as we feel we should? Perhaps if we go back a little and look at way in which people grow up we may be able to grasp how this came ut. By doing so, perhaps we can understand a little how every one of as come to experience such feelings of inadequacy and why we feel competent, so inept and so clumsy at times.

you reflect for a moment, you will realize that we were born helpless dependent, surrounded by a big powerful world that is forced to take of us and upon whom we must learn to depend and trust, since we ly have nothing to say or do about who takes care of us. There is little we can do about this from infancy through early childhood, for we d the help and support of others to satisfy our needs and wants. Some- has to be there to help us, to guide us, and to see to it that we get the gs that we need. They appear very impressive, these strong ones. y seem to be able to do everything that we can't do and often as not, let us know this, particularly when we are slow in learning to do e things ourselves.

ooled by a lack of confidence!

The whole process of growing

Surrounded by friends, parents, and relatives who are trying to help us grow up, we learn in part to admire, respect and imitate them, as well as to get angry and resentful of them. Yes, we get very angry at them sometimes because while growing up and trying to learn the right and wrong ways of behaving and acting, we inevitably draw criticism, corrective scoldings and punishment from them. This learning process, filled with trial and error, is accompanied by attendant frustrations. We are constantly making mistakes. The goals and ideals which we try to reach and achieve somehow always seem easier for others. They seem more adept at it than we. We are made unhappy by these scoldings, threats, punishments and conflicts which come up with the people whom we value highly. Their judgments and ideas about us are very important. The kind of experiences we have with them determines, to a great extent, and contributes also, to the amount of confidence we have in our own judgment and behavior. If we have won their praise and they've shown that they approve of us, then we are pleased with ourselves. We're also more certain then that we can handle ourselves correctly in different situations. If we meet with disapproval, sharp criticism or punishment, we're not apt to feel so very confident about our ability to do the right thing at the right time. We are more apt to be hesitant, fearful and apprehensive about how well we will perform.

This irresoluteness and fearfulness saps our confidence and causes us to waver when it comes to putting trust in our own judgment. Because we fear criticisms we tend sometimes to be afraid of acting and when we refrain from acting we become immobilized, anxious. We then invite failure since we tend to become timid and withdrawn. We may say and do things in which we don't really believe. We do the things we think will win approval, not the things that we really believe. Consequently, there's a tendency sometimes to lose respect for ourselves. This loss of respect brings with it feelings of self-contempt and we expect others to feel this way about us, too. If we've been frequently criticized, mistrusted, severely punished, it's difficult to believe that we could ever do anything right. When we do succeed for the moment in our undertakings, we're not really satisfied. Each success comes to be regarded as only temporary and we apprehensively expect the next attempt to be a failure. Thus, we can never really enjoy ourselves because we find ourselves driven from achievement to achievement, always trying to prove ourselves, always fearful that the truth of our inadequacy will come out. The foregoing, of course, is an extreme exaggeration of what can happen if a person has been subjected to continual criticism and punishment.

Usually, as we grow up, we're always comparing ourselves with other people around us—our relatives, older siblings, etc. We're always surrounded by people who do things a little better than we. This tends to

is one of trial and error

e us pause and provides a basis for making unfavorable comparisons. s way we feel about ourselves reflects to a large extent the way others about us. By others, it is meant not just anyone, but those people who important to us. When they tend to be critical and deprecatory of our ts, we tend to feel this way about ourselves, too.

ometimes an outward show of self-confidence, bluster and bravado is on as a cover up for the insecure, uncertain feelings that we experience e. This exaggerated air of superiority doesn't seem to fool anyone use people seem to be aware that this is a mask which covers feelings eakness, helplessness and inferiority.

may be of some help if we can realize that all those others who seem e able to perform so much better than we, were once learners and mers, too.

he whole process of growing up, we should repeat, is one of trial and r; basically, it consists of starting out with no knowledge or skills, of ing mistakes, of having them corrected, and gradually learning how to hings the right way. In the course of learning, since many mistakes are d to occur, their memories, nevertheless, slip away as we acquire the s that are useful in getting along with each other in the social world. in, if we stop to think for a moment, we become aware that today's res are tomorrow's successes, and that looking back over our past we ee we have learned to do many things and to do them well.

'e never really stop growing, we always go forward and change. As become aware of this, moments of self-pity can yield to the realization , though we may strive for perfection and acceptance by others, trying, gh falling short, brings us that much farther along. At each stage of elopment we have to be on the lookout for unrealistic goals and stand- which ignore what we are ready to accomplish and achieve at that t. We should always stop and try to put things in their proper perspec- The frustrations encountered in trying to reach these goals do not to end up in feelings of inferiority, helplessness and lack of confidence. tration and failure in those circumstances serve to emphasize the fact we are still growing, still capable of change and still working towards ter mastery over ourselves and our environment. This is a process that er stops and goes on as long as we live. As soon as we achieve one l of competency there are always higher levels waiting for us. We are t free to act when we become aware that we ourselves can set our s, choose our values, and decide what our pattern of life will be. ▼

LEON SOFFER / Dr. Soffer is Chief Psychologist and Administrator of the Drenk orial Guidance Center in Mt. Holly, N.J. H's is the second in a series of articles en by members of the Philadelphia Association of Clinical Psychologists.

YOUTH INTERVIEWS BILL BRADLEY . . .

BY JOSEPH F. LOWRY / "I expect to devote my life to serving other people. Just what I will do depends on where I think I can be of greatest help to the public." Speaking was Bill Bradley, the Princeton basketball player who turned down an opportunity to make $100,000 a year as a professional basketball player and accepted, instead, a Rhodes Scholarship to Oxford University where he is now studying philosophy, politics, and economics.

Before Bill left for England, I talked with him at the Nassau Inn near the Princeton campus. He was having a late breakfast of tomato juice, chopped chicken livers, hard-shelled crabs, mashed potatoes, mixed vegetables, tossed salad with Thousand Islands dressing, iced tea, and chocolate nut sundae.

He told me he had been born July 28, 1943, in Crystal City, Mo., a town of about 4000 about 35 miles south of St. Louis. His father is president of the Crystal City State Bank; his mother was a school teacher. Bill was an only child—he said he'd never held a basketball until, when he was nine, he went to the YMCA with a group of boys "to shoot some up."

I asked him if he remembered his first basket and he replied:

"Heavens, no. It was just a sport and I wanted to participate. I don't even recall how I made out at my first practice. In fact, I didn't like the game right away. And it wasn't until I was 14 or 15 that I decided I liked it more than baseball."

His height tipped the scales in favor of basketball, and by his first year in high school he was playing regularly with the school team. In the tenth grade Bill was 6'5". Through high school, Bill maintained a high scholastic standing, studied various musical instruments (piano, trumpet, French horn), and piled up 3066 points with the Crystal City High team. He was so outstanding that between 75 and 80 colleges offered him scholarships. But Bill turned them all down in favor of Princeton (where scholarships are only given for financial need).

"I went to Princeton primarily to attend the Woodrow Wilson School of Public and International Affairs," Bill stated. But, after two years, he decided to major in history, a subject he always found exciting.

As number 42 with the Princeton team, Bill became

Wide World Photos

famous—piling up 2503 points and averaging 30.1 per game during his three years of varsity basketball. He also got 1008 rebounds and dropped in 791 of 903 foul shots—an average of .876. In his senior year, the Princeton Tigers won their third straight Ivy League title, went to the Eastern Regional Championship, and placed third in the National Collegiate Athletic Association finals. Bill, the team captain, set an NCAA record for points in a single game (58 against Wichita), in a five-game series (177), in a Princeton career (1234); plus Princeton and Ivy League records for points in a game (58 and 51), field goals in one game (22), free throws in a game (21), points in a season (936), field goals in a season (338), and free throws in a season (260). He was named Most Valuable Player of the NCAA regionals and finals last year, selected as Player of the Year by basketball writers, named to every All-American squad, and voted best visiting player by Philadelphia and New York writers. And last month he placed second only to Sandy Koufax in the Athlete of the Year for 1965.

I asked Bill why he was so good. He blushed helplessly:

"The limited degree of success I achieved is the result of excellent coaching, hard work, and many times, coincidence or luck. By luck, I mean I happened to have parents who didn't push the game down my throat and when I came to Princeton, Bill Van Breda Kolff came in as coach. Hard work is the discipline it takes to become a good basketball player. Practice didn't begin until November, but starting in September I would run two miles every day and shoot daily from 3:30 until 7 or 7:30.

When team practice got under way, I'd be on the court from 3:30 until 5:30 with the other boys, then I'd stay an extra hour. Sometimes I would go home, eat supper, take a nap and then go back and shoot another hour. These were weekdays.

"On weekends, from September til April, I'd go to the gym at nine on Saturday mornings and shoot until five. On Sundays, I'd practice from two to five in the afternoon. When the season ended in mid-March, I stopped and didn't touch the ball until June.

"In summer, I worked at basketball two hours every morning and about two and one half hours in the evening.

"I always remembered what my high school coach told me. He said 'If you should decide you're not going to practice because the temperature is 95, that you'd rather be in an air-conditioned movie or pool, just remember that there is someone someplace in the United States who isn't going to the movie or pool and, instead, is going to practice. And if you two meet in the end, who do you think is going to win?' The answer was pretty obvious to me. So I practiced."

Bill told me practice never interfered with his studies, and if it had I would have given up basketball. He quit as Princeton's varsity first baseman in his sophomore year when he decided he couldn't play baseball and basketball and still do well in school work. Scholastically, Bill maintained a high B average. He loves to do research and finds reading very enjoyable

sked if basketball ever distracted
while studying he replied, "Some-
s it was difficult to study before a
e, but most of the time after a
e I could sail right into my
ks."

e admitted, however, that occa-
ally his studies distracted him on
court, for example, if he were
ied over a paper.

ow do you prepare for a game?
When we played at home, I would
to the gym before supper and
t 50 foul shots. Then I would
up town, go back to my room,
o bed for about 45 minutes, wake
t about 7:10, go to the gym, have
uniform on by 7:30, and be ready
tart at 8 p.m. All this time I
ld be thinking about the game.
Right after my nap, I would al-
s play the record *Climb Every*
ntain. In the locker room we
ned to two records: *Dancing in*
Street and *The Boy from New*
City."

ill told me his Olympic Gold
al is the most valued of the
ens of trophies he has "in the
ets, under the bed, and anywhere
." He said that the 58 points he
ed against Wichita were not the
rning glory of his career: "This
a time of dejection. We had lost
in the NCAA finals the night be-
We won that Wichita game in
termination not to make our last
e a loss. We wanted to show the
d it was not a fluke Princeton was
ne finals.

My greatest thrill was beating
idence. This victory gave us the
npionship of the East, and it was
efinite accomplishment for the
n. A lot of people had been say-
Princeton was Bill Bradley, not

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the team. Well, in this game, the team scored 109 points against 69 for Providence. I scored 40 points. That left 69 I didn't score. It proved there must be some other guys on Princeton."

While at Princeton, besides studying and basketball, Bill found time for some dating, membership in the Cottage Club, and teaching a church school class. He likes the legitimate theater and is acquiring an appreciation for classical music. He was also meditating on how best to spend the rest of his life. He hasn't reached that decision yet, but figures he will in the next two years. That's one reason he decided to apply for the Rhodes Scholarship.

"There is a time in everyone's life," he said reflectively, "when he has to serve a period of apprenticeship in his life's work. If I am playing basketball during this time I'd either be postponing the apprenticeship or foregoing the thing I want most for the rest of my life.

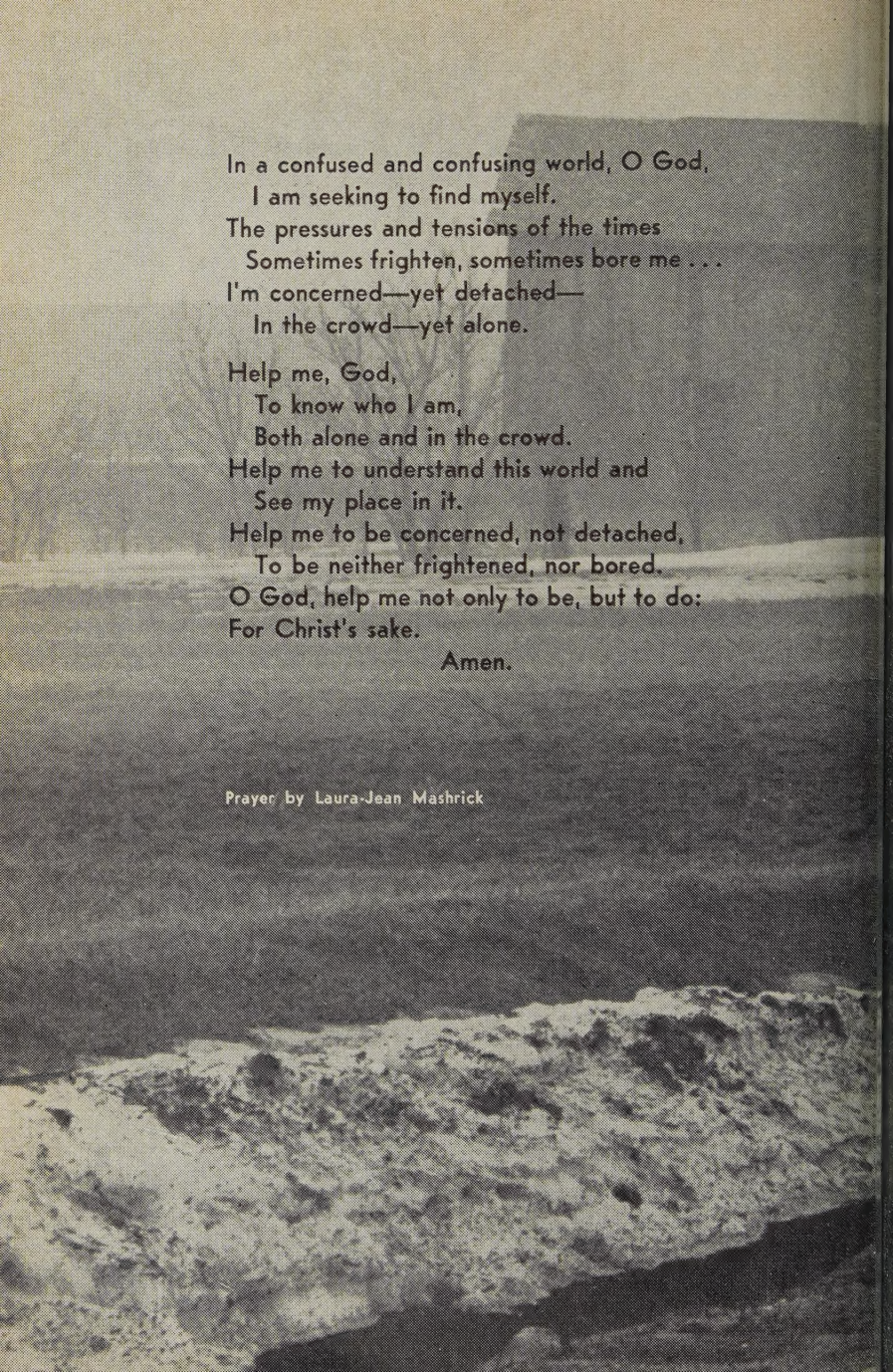
"If my goal were to become the greatest basketball player who ever lived, and I accomplished this goal then my life would be finished by the time I was 32 or 33, when I *still* would have two-thirds of my life to live.

"So I feel the next two years will be extremely helpful in formulating new ideas . . . and thinking. This is what I consider a step toward preparing myself for the next 30 to 40 years, for what happens in my next ten years dictates what happens in the next 40.

"I'm not a blind idealist. Money is necessary, but there are times when other things enter into a decision. I feel it is more important for me to g

ngland now to mature and develop and get some valuable experience
it is to make money.
f I were to make a lot of money in the next few years, I might become
illusioned. When you make big money, you establish your mode of
g at a time when your income is very high."
uppose I made basketball my career and lasted four, five, or possibly
years—then had to quit. I would still be a young man. Everything
that would be anticlimatic. And the chances are I would not want
art my period of apprenticeship."
ill is living at Worchester College while at Oxford. He expects to
time now for the many things basketball usurped.
might write a book . . . advice to boys, my experiences of the past
years . . . or something like that. Of course, I have much work to do to
me a good writer."
asked if his ability to make a good speech had anything to do with
hinking of becoming a lawyer. He said:
've done a lot of public speaking. Last March I turned down 185
king engagements (he always refuses payment). I'm interested in
primarily because it would give me the opportunity to help many
ple. I want to be of service to other people. But, who can tell? In
years, I might decide to become a Presbyterian minister. It depends
where I will be of greatest service to the public . . . being a minister
ld help the spiritual aspect of people's lives, which is the most impor-
part."
ll said the ministry has been in the back of his mind for about four
s, but that he didn't become a "true Christian" until after his freshman
at Princeton.
Becoming a true Christian was the greatest thrill of my life, including
ything that has happened to me in basketball. I had been going to
ch like other people. Then I heard a record by Bob Pettit. On it he
'We're not playing for the state championship or the national champion-
but for one thing—the victory of Christ in the hearts of men.' It
rred to me I had been working for the victory of Bill Bradley in the
ts of men. I started taking religion and life seriously, thinking of other
ple, not of myself."
e had finished eating and had been sitting around an extra hour when
checked his watch. "Gee, I'm due over at the Little League field," he
apologetically. "How about winding this up with one more question?"
, I asked him why all the praise and to-do hadn't made him conceited.
e was no triumphant virtue in his voice as he said: "Anything that
e to me as a result of basketball was, first of all, because of a God-given
ty. To look at it more realistically, what was praised was a gift in
rson created by God 23 years ago. It's as simple as that." ▼

PH F. LOWRY / Mr. Lowry is a feature writer for the Philadelphia **Evening and ay Bulletin.**



In a confused and confusing world, O God,
I am seeking to find myself.
The pressures and tensions of the times
Sometimes frighten, sometimes bore me . . .
I'm concerned—yet detached—
In the crowd—yet alone.

Help me, God,
To know who I am,
Both alone and in the crowd.
Help me to understand this world and
See my place in it.
Help me to be concerned, not detached,
To be neither frightened, nor bored.
O God, help me not only to be, but to do:
For Christ's sake.
Amen.

Prayer by Laura-Jean Mashrick